

## **Recruitment, induction and professional development of staff**

### **Recruitment and Induction Policy:**

This policy is designed to

- Ensure appropriate recruitment and induction processes have been followed
- ensure that all staff members participate in all professional development initiatives provided by Berendale School is bound by the DEECD policies and procedures.

### **Recruitment and Induction Procedure:**

Staff will be recruited and interviewed against criteria which is transparent and fair, meets access and equity principals as described in Access and Equity policy and are non discriminatory.

- Vacancies will be advertised in house and in selected public recruitment sites with position description and selection criteria clearly outlined.
- Interviews will be offered and conducted at designated times and venues to suit applicant.
- Applicants will be notified within a week of the outcome of the application.
- Successful applicants will participate in induction processes in keeping with Berendale induction procedures

In addition to the procedure set out above, all newly appointed teaching staff will be provided with the staff information and RTO information manuals.

On arrival staff will be provided with additional Trainer information and information including, but not restricted to the following

- Introduction to team leader or direct manager
- Performance standards and expectations of new employee
- Work times
- Introduction to team members
- Team roles and responsibilities
- Introduction to other employees
- Housekeeping issues
- Organisational chart
- Layout of office(s)
- Security issues and access to the office
- Safety procedures

## Requirements for Vet Trainers and Assessors:

### Training and assessment are conducted by trainers and assessors who:

- have the necessary training and assessment competencies as determined by the National Quality Council or its successors
- have the relevant vocational competencies at least to the level being delivered or assessed
- continue developing their vocational and training and assessment competencies to support continuous improvements in delivery of the RTO's services

### a) Trainer and Assessor Competencies

- Trainers must hold the Certificate IV in Training and Assessment (TAA40104); OR
- be under direct supervision

Direct supervision is achieved when a person delivering training on behalf of the RTO has regular guidance, support and direction from a person who has the trainer competencies. It is not necessary for the supervising person to be present during all training delivery. The supervisor is accountable for the training delivery and is required to monitor training delivery.

Appropriate documentation must be kept and signed by both parties. This includes a plan – how and when supervision will be carried out and a record of supervision activities, e.g.

- record of training session observations
- record of lesson planning/reviewing delivery
- record of formal/informal meetings
- records of mentoring or coaching

See attachment below:

Supervision Arrangement for Staff without a Training and Assessment Qualification

**Assessors must have** at least the following three assessment competencies from the Training and Assessment Training Package (TAA04):

- TAAASS401A Plan and organise assessment, TAAASS402A Assess competence and TAAASS404A Participate in assessment validation; OR
- be able to demonstrate equivalent competencies; OR
- the three competencies from the Training Package for Assessment and Workplace Training (BSZ98): BSZ401A Plan assessment, BSZ402A Conduct assessment, BSZ403A Review assessment

If a person does not have the competencies as defined above, **joint assessment** must be conducted with a person or persons who together have the required competencies at least to the level being assessed.

Appropriate documentation must be kept and signed by both parties. This may include:

- Unit Information – assessment plan lists names of all assessors
- Assessment Tools – identify names of all assessors
- Assessment Reports – signed by all assessors

- Assessment Coversheets – signed by all assessors
- RPL Assessment – signed by all assessors
- Final Candidates List – signed by all assessors
- Roll Book – Assessment section signed by all assessors

See attachment: Assessment Arrangement for Staff without the required assessor competencies

### **b) Vocational Competencies**

Trainers and Assessors must have the vocational competencies they are delivering and/or assessing (or demonstrated equivalent competencies\*) and meet any additional competency requirements detailed in Training Packages, or determined by regulatory or licensing bodies. Where there are legislated requirements for licensing purposes, industry regulators and registering bodies may agree to additional requirements for trainers and assessors.

\* Trainers and assessors must be able to demonstrate vocational competencies at least to the level of those being delivered and assessed.

Evidence of vocational competence can be demonstrated by:

- trainer holding the qualification that he/she is assigned to deliver/assess
- trainer holding Statement of Attainment with same or equivalent units
- N.B. It is recommended that you seek RPL for qualification or units not currently held
- Staff Matrix: mapping of each unit against vocational skills acquired during employment or voluntary capacity in the relevant industry
- Curriculum Vitae tailored to the units to be delivered/assessed
- records of referee checks, including confirming relevant industry experience and vocational competencies.

### **Professional Development Policy**

The purpose of reviewing and developing the competencies of staff is to ensure that they have the skills and knowledge needed to continuously improve the training and assessment they provide.

An appraisal of vocational and training and assessment competencies could include:

- reviews of Training Packages/accredited courses
- data collected from learners and other stakeholders
- staff self-assessment
- assessment validation activities.

Evidence that trainers and assessors are maintaining and improving their competencies could include documentation of:

- attendance at relevant professional development activities
- participation in networks, communities of practice or mentoring activities
- participation in industry release schemes
- personal development through reading of industry journals
- participation in projects with industry
- shadowing or working closely with other trainers and assessors.

## **Professional Development Procedures**

Wherever possible, professional development activities should involve the sharing of expertise with colleagues and all staff are encouraged to use their knowledge, skills and expertise to help develop their colleagues.

All new staff, including casual and sessional staff, must undergo an induction and orientation process on or immediately following their commencement with Berendale that includes orientation to their workplace, the Staff Code of Conduct, Occupational Health & Safety induction and induction to their obligations regarding discrimination and harassment legislation and the University policies and practices relating to these areas.

All new staff should ensure they are fully aware of the existence of statutes, policies and procedures and conversant with those applicable to their role within the University.

Staff will be provided with advice as to expectations of professional development.

Advice will be through staff meetings, bulletins.

Staff will be encouraged to seek and apply for appropriate professional development.

Staff will apply through PD online for professional development activities.

Professional Development (PD) opportunities are identified and discussed with relevant manager.

Professional development requests are registered through PD coordinator.

Staff attending PD are replaced.

PD outcomes are presented at Staff Meetings.

On the completion of any professional development activity, staff are expected to complete any evaluation and information sharing activities with other staff where relevant and/or appropriate. This may include but is not limited to:

- copies of seminar programs, agenda, papers and the like
- discussion and feedback to colleagues
- an internal program for the benefit of other staff member
- an evaluation of the value and usefulness of the activity
- a report on the activity

Berendale School is bound by all recruitment, induction and professional development policies are in line with DEECD policies and procedures. Refer to [Recruitment in schools](#) and [Recruitment of staff](#) , [Performance and Development](#) and [Induction and Orientation](#) for more information.